



OFFICE OF PUBLIC INSTRUCTION

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Denise Juneau
Superintendent

Fall 2010

Montana Comprehensive Assessment System



Formative Assessment Online Course Syllabus

Assigned Online Presentations: Week of September 13, 2010 through the week of December 6, 2010

- Most assigned online presentations are every other week. During the week of Oct. 25, there are two presentations assigned. Students may view the assigned online presentations at their convenience during the assigned week.
- The links to the presentations and the schedule are included in the syllabus.

Learning Communities:

- Learning Community Discussions will occur at specific times every other week for 1.5 hours at times that are convenient for participants. There will be four time options available. Participants will choose one to attend for the course duration. The schedule of learning community weeks and discussion points are included in the syllabus. Links to the discussions will be sent by email to registered students.

Introduction

The purpose of this course is to increase your understanding of formative assessment and to help you become a skillful user of formative assessment in your classroom.

In this course, you will closely examine the process of formative assessment. In addition to reviewing the research base for formative assessment, you will focus on all the attributes of effective formative assessment and how they are implemented effectively in the everyday practices of teachers. You will also address the purposes of assessment and the relationship between assessment for formative and summative purposes. You will have the opportunity to learn from national experts in formative assessment and to hear about other teachers' experiences in implementing formative assessment in their classrooms.

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

Every other week, you will be assigned follow-up reading(s) and an assignment related to the reading. You will also participate during facilitated online learning communities on alternate weeks. Some of the assignments involve providing feedback to and receiving feedback from the learning community. This will not only give you the opportunity to share your thinking with colleagues, but also to practice giving effective feedback, which is so important for formative assessment. On occasion, you will be asked to post questions or comments from assignments on the course website.

You will also be asked to try implementing some of what you are learning in your school/classroom and to post notes on the website about what you tried, how it worked and what you might do next time to improve. Posting your notes will give all the course participants the opportunity to learn from one another.

All the presentations will be delivered online. After registration for the course, you will receive instructions for accessing it. The platform for the course is Adobe Connect which is supported by the Office of Public Instruction. Classes and learning communities will be conducted through Adobe Connect. In order for participants to connect and listen to the sessions, they must have speakers and Adobe Flash Player, which is already installed on 98% of computers today. To participate in the learning communities, participants will need microphones. The Office of Public Instruction will provide information on the microphones in follow-up emailed details if requested.

Presenters and Facilitators

- Margaret Heritage, CRESST (Center for Research on Evaluation, Standards, and Student Testing), UCLA.
- W.J. Popham, UCLA.
- Ellen Osmundson, CRESST/UCLA
- Caroline Wylie, ETS (Educational Testing Service)
- Richard Stiggins, ETS
- Judy Snow, Montana State Assessment Director, will oversee the course.
- Jane Duncan and Stevie Schmitz will facilitate the learning communities and grade the assignments.
- Karen Richem, OPI Assessment Specialist, will provide technical support.

Course Text

J. Gardner (Ed.). *Assessment and Learning*. London: SAGE publications Ltd. (2006)

NOTE: The course text will be provided to registrants while the supply lasts. OPI will verify registration by August 12 to enable shipping the texts.

Other Assigned Readings: (These will be available online or provided to participants)

- Black, P. J. & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 8(2): 139-148.
- Heritage, M. (2008, February). *Learning progressions: Supporting instruction and formative assessment*. Washington DC, Chief Council of State School Officers.
- Shepard, L.A. (2005). Linking Formative Assessment to Scaffolding. *Educational Leadership*, 63(3): 66-71.
- Stiggins, R. (2007). Assessment through the student's eyes. *Educational Leadership*, 64(8), 22-26.
- Stiggins, R. (2008). *Assessment manifesto: A call for the development of balanced assessment systems*. Portland, OR: ETS Assessment Training Institute.

Credits and Renewal Units

Audience: Individual educators, teams of educators, or pre-service teachers. It is the responsibility of degree-seeking participants to seek approval from their institutions to use this course toward meeting program requirements.

The class may be taken for graduate credits and/or renewal units or neither. During registration for the class, you will have the opportunity to choose credits or renewal units. You will receive email confirmation of your registration for the class on the Office of Public Instruction website within five (5) business days. OPI will send a follow-up email regarding graduate credits, renewal units, and other class details in August 2010.

- The class may be taken for graduate credits. The approximate price is \$250. Information for registration for graduate credit will be included in the follow-up email from OPI.
- The class may be taken for 21 renewal units. Information on validation of participation for renewal units will be included in the follow-up email from OPI.

COURSE OUTLINE

DATES	OBJECTIVES	CONTENT	ASSIGNMENTS
Week of Sept. 13, 2010	<ol style="list-style-type: none"> 1. <i>Learn about the process of formative assessment</i> 2. <i>Learn about the criteria for using quality tools in the formative assessment process</i> 3. <i>Gain an understanding of the theoretical and research base for formative assessment</i> 	<ul style="list-style-type: none"> • Overview of the process of formative assessment • Research/theoretical base for formative assessment • Steps to create a classroom culture for formative assessment the first month of school. <p><u>Presenter:</u> Margaret Heritage, CRESST/UCLA</p> <p>FAME 2010 Presentation #1: http://connect.opi.mt.gov/p15091933/</p>	<p><u>After the session:</u> Read Black, P. J. & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i>, 8(2): 139-148</p> <p>Reflection questions:</p> <ol style="list-style-type: none"> 1. What headline would you write to describe the research on the impact of formative assessment on student learning? (Post on website) 2. From your reading of the article, identify one big idea about formative assessment? 3. Do you agree with the statement on page 10 that “each teacher must find his or her own ways of incorporating” formative assessment practices “into his or her own patterns of classroom work? If so, why? If not, why not?
Week of Sept. 20	<i>Learning Community</i>	Facilitated discussion of week of 9/13 assignment(s).	Presentation and assignment from week of Sept. 13.
Week of Sept. 27	<ol style="list-style-type: none"> 1. <i>Gain an understanding of comprehensive assessment systems</i> 2. <i>Learn about the relationship between the use of assessment for formative and summative purposes</i> 3. <i>Learn about the experiences of Montana teachers in implementing formative assessment</i> 	<ul style="list-style-type: none"> • What a comprehensive assessment system is • The purpose of assessments in the system • The use of assessment for formative and summative purposes <p>Presenters: Margaret Heritage, CRESST/UCLA</p>	<p><u>After session:</u> Read Chapter 6: Harlen, W. On the relationship between assessment for formative and summative purposes. In J. Gardner (Ed.). <i>Assessment and Learning</i>. London: SAGE publications Ltd. (2006)</p> <ol style="list-style-type: none"> 1. Write a brief evaluation of the assessments you use in your teaching or in your school in terms of how well these assessments serve formative or summative purposes. 2. Write 2 sentences about what you learned from this exercise and submit. Details about submissions will be sent by email by Karen

		FAME 2010 Presentation #2: http://connect.opi.mt.gov/p81488572/	Richem in August/September.
Week of Oct. 4	<i>Learning Community</i>	Facilitated discussion of week of Sept. 27 content and/or assignments.	Assignments and presentation from week of Sept. 27.
Week of Oct. 11	<ol style="list-style-type: none"> 1. <i>Gain an understanding of how learning progressions support instruction and formative assessment</i> 2. <i>Learn about different perspectives on how learning progressions can be constructed</i> 3. <i>Gain an understanding of how to determine learning goals and success criteria</i> 	<ul style="list-style-type: none"> • Learning progressions • Learning goals and success criteria <p><u>Presenters:</u> W. J. Popham, UCLA Margaret Heritage, CRESST/UCLA</p> <p>FAME 2010 Presentation #3 Part I http://connect.opi.mt.gov/p27897946/</p> <p>FAME 2010 Presentation #3 Part II http://connect.opi.mt.gov/p39919148/</p>	<p><u>After the session:</u> Read Heritage, M. (2008, February). <i>Learning progressions: Supporting instruction and formative assessment</i>. Washington DC, Chief Council of State School Officers.</p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. Write 3 things you learned about learning progressions from your reading of the paper. 2. Write 2 things you are still wondering about learning progressions. 3. Write 1 thing you would like to know more about learning progressions and submit. Details about submissions will be sent by email by Karen Richem in August/September.
Week of Oct. 18	<i>Learning Community</i>	Facilitated discussion of week of Oct. 11 content and assignments	Presentation and assignments from week of Oct. 11
Week of Oct. 25	<p><i>Presentation #4</i></p> <ol style="list-style-type: none"> 1. <i>Gain an understanding of assessment quality as it applies to formative assessment</i> 2. <i>Learn about how to plan formative assessment strategies as part of instruction</i> 	<p><i>Presentation #4</i></p> <ul style="list-style-type: none"> • Planning formative assessment • Assessment quality in formative assessment <p><u>Presenters:</u> Margaret Heritage, CRESST/UCLA Ellen Osmundson, CRESST/UCLA</p> <p>FAME 2010 Presentation #4 http://connect.opi.mt.gov/p98225979/</p>	<p><i>Presentation #4</i></p> <p><u>After the session:</u> Read Chapter 8: Stobart, G. (2006). The validity of formative assessment. In J. Gardner (Ed.). <i>Assessment and Learning</i>. London: SAGE publications Ltd.</p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. From your reading of the chapter, identify one big idea about validity as it applies to formative assessment.

	<p>Presentation #5</p> <ol style="list-style-type: none"> 1. Learn about the zone of proximal development as it relates to the idea of the “gap” in formative assessment 2. Learn about differentiating instruction in response to formative assessment evidence 3. Learn about the relationship of RTI to formative assessment 	<p>Presentation #5</p> <ul style="list-style-type: none"> • The gap in formative assessment and how it relates to the zone of proximal development • Interpreting evidence • Differentiating instruction from assessment information • RTI and formative assessment <p>FAME 2010 Presentation #5 http://connect.opi.mt.gov/p34084298/</p>	<ol style="list-style-type: none"> 2. What surprised you when you read the chapter? <p>Presentation #5</p> <p><u>After the session:</u> Read Shepard, L.A. (2005). Linking Formative Assessment to Scaffolding. <i>Educational Leadership</i>, 63(3): 66-71.</p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. How would you summarize the relationship between formative assessment and scaffolding? 2. Write a brief reaction to Shepard’s idea of a “learning classroom.” 3. Write 2 sentences about what you learned from this exercise and submit. Details about submissions will be sent by email by Karen Richem in August/September.
Week of Nov. 1	Learning Community online	Facilitated discussion of week of Oct. 25 presentations and assignments.	Presentations and assignments from week of Oct. 25
Week of Nov. 8	<ol style="list-style-type: none"> 1. Gain an understanding of research on feedback 2. Learn about the characteristics of effective feedback 3. Gain an understanding of how formative feedback relates to other aspects of formative assessment 4. Practice evaluating the quality of feedback 	<ul style="list-style-type: none"> • Research on feedback • Characteristics of feedback • Evaluating feedback <p><u>Presenter:</u> Caroline Wylie, ETS</p> <p>FAME 2010 Presentation #6 Part I http://connect.opi.mt.gov/p95571447/</p>	<p><u>After session:</u> Read Chapter 4: Harlen, W. The Role of assessment in developing motivation for learning. In J. Gardner (Ed.). <i>Assessment and Learning</i>. London: SAGE publications Ltd. (2006).</p> <ol style="list-style-type: none"> 1. From your reading of the chapter, identify two big ideas about feedback in formative assessment. 2. Write a paragraph about how your current practice reflects or does not reflect

		FAME 2010 Presentation #6 Part II http://connect.opi.mt.gov/p17422632/	characteristics of effective feedback.
Week of Nov. 15	<i>Learning Community</i>	Facilitated discussion of week of Nov. 8 presentation.	Presentation and assignments from week of Nov. 8
Week of Nov. 22	<ol style="list-style-type: none"> 1. <i>Learn about how students are involved in the assessment process</i> 2. <i>Gain an understanding of student metacognition, motivation and self-regulation in relation to formative assessment</i> 3. <i>Learn about strategies to involve your students in the assessment process</i> 	<ul style="list-style-type: none"> • Involvement of students in formative assessment • Formative assessment, student motivation and self-regulation <p><u>Presenter:</u> Richard Stiggins, ETS</p> <p>FAME 2010 Presentation #7 http://connect.opi.mt.gov/p56496539/</p>	<p><u>After the session read:</u></p> <p>Stiggins, R. (2007). Assessment through the student's eyes. <i>Educational Leadership</i>, 64(8), 22-26.</p> <p>Stiggins, R. (2008). Assessment manifesto: A call for the development of balanced assessment systems. Portland, OR: ETS Assessment Training Institute.</p> <ol style="list-style-type: none"> 1. Write a list of what you have learned about the negative and positive contributions that assessment can make to student motivation and confidence. 2. If you had to tell a parent about the benefits of formative assessment to students' feelings of self-efficacy, what would you say? 3. Submit. Details about submissions will be sent by email by Karen Richem in August/September.
Week of Nov. 29	<i>Learning Community</i>	Facilitated discussion of week of Nov. 22 presentation.	Presentation and assignments from week of Nov. 22
Week of Dec. 6	<ol style="list-style-type: none"> 1. <i>Learn about teachers' changes in practice as a result of implementing formative assessment in their classroom</i> 2. <i>Reflect on changes you have made in your classroom</i> 3. <i>Learn about ways in which you can continue to develop formative</i> 	<ul style="list-style-type: none"> • Panel discussion on changes made in teacher practice as a result of formative assessment professional development • Strategies for continuing to develop formative assessment practices <p><u>Presenters:</u></p>	<p>For those completing the course for credit: Read Chapter 5: Black, P. & Wiliam, D. (2006). Developing a theory of formative assessment. In J. Gardner (Ed.). <i>Assessment and Learning</i>. London: SAGE publications Ltd</p> <ol style="list-style-type: none"> 1. Write a one-page reaction to the chapter focusing on what you regard as the most important part of a theory of formative

	<i>assessment practices</i>	<p>Margaret Heritage, CRESST/UCLA Teachers from Syracuse City School District, NY:TBA</p> <p>FAME 2010 Presentation #8 http://connect.opi.mt.gov/p73433966/</p>	assessment and explain why.
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